Susan Tegtmeyer

C & I 445

April 23, 2013

Information Literacy Program Plan

Staff Development

**Need**

The Internet has become an increasingly important feature of the learning environment for teenagers. Research by the Pew Internet & American Life Project shows that teens use the Internet as an essential study aid outside the classroom and that the Internet increasingly has a place inside the classroom. (Simon, Graziano, and Lenhart, 2001)

In my school, teachers are not using the Super3 (Eisenberg and Berkowitz, 2012) to help their students learn to research. With Common Core standards being implemented in our district next year, we will have to do our part to move students forward. According to NCLB, students must be technologically literate by the end of eighth grade. (Learning Points Associates, 2007)

94% of youth ages 12 – 17 who have Internet access say they use the Internet for school research and 78% say they believe the Internet helps them with schoolwork. (Simon, Graziano, and Lenhart, 2001). Therefore, it is our responsibility to help students learn how to use the Internet effectively to access and evaluate information.

**Definition**

* The definition I like best about what information literacy is: *Information Literacy is the set of skills needed to find, retrieve, analyze, and use information.* (ALA, 2007).
* For my purposes, I need more than just the definition. I am choosing the Super3 as the model to use to guide teachers and students through the research process.

**Overview of standards**

*I-SAIL Standards:*

* Standard 1: Access information efficiently and effectively to inquire, think critically, and gain knowledge
* Standard 2: Evaluate information critically and competently
* Standard 3: Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society
* Standard 5: Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes

*Common Core Standards:*

* CC.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* CC.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
* CC.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
* CC.W.2.b Develop the topic with facts, definitions, and details.
* CC.W.7 Conduct short research projects that build knowledge about a topic.
* CC.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
* CC.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Suggestions for implementation**

Three staff development sessions will be provided at staff meetings. (PowerPoint will also be submitted to Reggienet)

* I will present an overview PowerPoint presentation to staff at an in-service. Slides will include the statistics referenced in the *Need* section of this paper.
* A link will be shown to YouTube- Did You Know 4.0? Which will open a discussion about checking accuracy of facts found on the Internet and the importance of teaching students how to evaluate sources/information.
* An orientation to Eisenberg and Berkowitz’s Super3 will be presented.
* A sample lesson that follows Super 3 will be shared.
* Trails Assessment website will be briefly shared so interested teachers are made aware of the opportunity.

**What may need to be done prior to your plan?**

* Prior to the staff meeting, I will need to discuss my ideas with my principal and get added to the agenda.
* I will send out a quick survey to staff to gather what they know already about the topic.
* If there is anyone in the building using any research model, I may ask them to co-present and share their struggles/successes.

Survey Questions:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Question | 4 – I use this in my room frequently. | 3 – I use this in my room sometimes. | 2 – I have heard of this, but have never used it. | 1- I have never heard of this. |
| Super 3 |  |  |  |  |
| Big6 |  |  |  |  |
| Another research model: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |

**What potential roadblocks may exist?**

* The biggest obstacle that may exist is access to computers. My building has one computer per classroom. The media center has 30 laptops that can be checked out, however scheduling between 6 grade levels with five sections of each can be tough to manage. I could see grade levels approaching this by first choosing one of the four academic quarters to try a project. From there, we could narrow it down by one grade level per AM and PM session for several weeks and then switching. Students could work in partners instead of individually to help ease the number of computers needed for each room.
* A second obstacle, which is very much in every teacher’s way, is time. With demands and testing what it is these days, teachers have a hard time fitting it all in. A way to deal with this is to work together as teams to devise a plan that helps teachers “kill two birds with one stone.” The idea here is to overlap curriculum in order to meet standards in more than one area/domain.

**Who are some of the key players?**

* Media Specialist – **design** information literacy PowerPoint, **advocate** for information literacy skills to be taught, and **present** Information Literacy PowerPoint and Super3 to staff
* Principal – **support** the presentation and further development of lessons by teachers
* Teachers – **collaborate** with the media specialist, **design and implement** Super3 lessons

Works Cited

Simon, Maya, Mike Graziano, and Amanda Lenhart. "The Internet and Education." *Pew Research Center's Internet & American Life Project*. Pew Internet & American Life Project, 1 Sept. 2001. Web. 07 Feb. 2013. <http://www.pewinternet.org/Reports/2001/The-Internet-and-Education/Summary-of-Findings/Findings.aspx>

"Understanding The No Child Left Behind Act: Technology Integration." *Learning Points*. Learning Points Associates, 2007. Web. 7 Feb. 2013. <http://www.learningpt.org/pdfs/qkey3.pdf>

"Introduction to Information Literacy." *American Library Association*. N.p., 2007. Web. 07 Feb. 2013. <http://www.ala.org/acrl/issues/infolit/overview/intro>

Eisenberg, Mike, and Robert Berkowitz. "Welcome to the Big6." *The Big6*. The Big6, 2012. Web. 07 Feb. 2013. <http://big6.com/>